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The purposes of Southern Regional Project S-48 were to study: (1) educational and vocational goals of rural teenagers; (2) educational and vocational goals that parents hope their teenagers have for themselves; and (3) comparison of above points. Data were obtained from a sample of 388 ninth and tenth graders and their parents selected from 10 schools in 3 geographical areas (East, Middle, and West) in Tennessee. The students were selected on the basis of rural residence and residence in the same dwelling as both parents. The interviewing procedure involved 3 questionnaires for the sample. It was found that expected length of schooling was significantly associated with level of living (LOL) for Tennessee boys and girls and their mothers and fathers. The financial help expected by boys and the expectation of parents for giving financial help to sons and daughters for schooling was also related to LOL. However, boys from all levels tended to expect more financial help than parents expected to give (girls anticipated less). More youths in the high LOL group expected to graduate from college and to continue professional study; their parents encouraged this expectation. The data of the study indicate the imporatnce of level of living as related to the educational and vocational plan of rural youth in Tennessee. Tables and copies of the questionnaire and information sheets used are appended. (CM)

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EDUCATIONAL AND VOCATIONAL GOALS OF RURAL YOUTH AND THEIR PARENTS IN TENNESSEE

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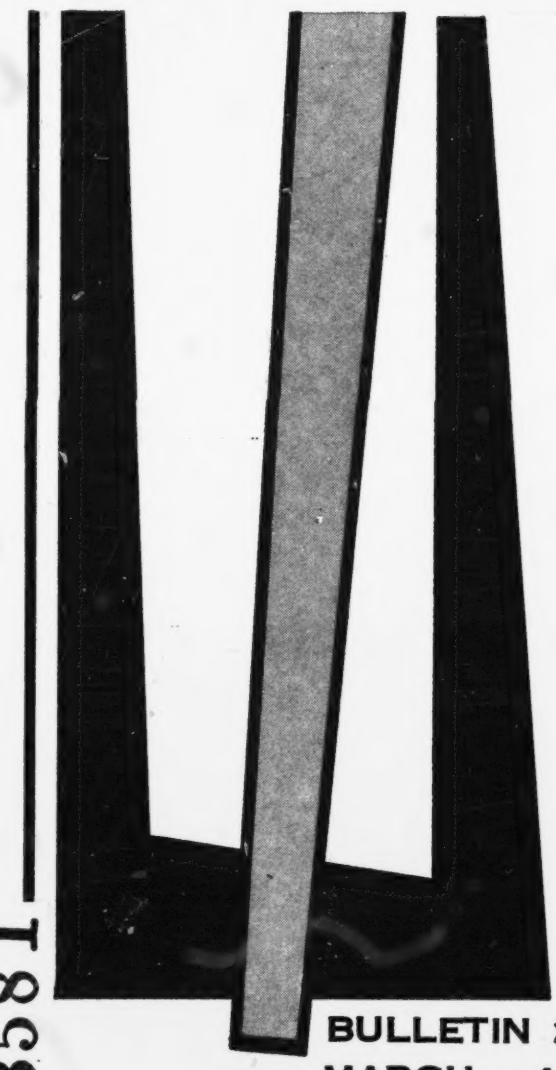

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MARCH 1966

BETTY I. JEFFREY

THE UNIVERSITY OF TENNESSEE
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Foreword

THE present study was a part of the Southern Regional Project S-48, entitled, "Educational and Vocational Goals of Rural Youth in the South." Other participating states were Kentucky, North Carolina, and Virginia.

Special acknowledgement is extended to: Dr. Kenneth R. Keller, Administrative Adviser for S-48, for his continued interest in the project; statisticians Dr. Charles Proctor and A. L. Finkner, for their counsel regarding statistical design and procedures; and Dr. Harold Holloway and Mrs. Darby J. Reed, formerly of the Department of Child Development and Family Relationships, University of Tennessee, for their help in carrying out the research.

Sincere appreciation is expressed to the school administrators, youth, and parents whose cordial cooperation made this study possible.

Educational and Vocational Goals Of Rural Youth and Their Parents in Tennessee

by

Betty I. Jeffrey*

Introduction

PREVIOUS investigations have indicated that educational and vocational goals of American youth may be associated with such factors as place of residence, socio-economic status, family size, intelligence, and sex (1, 2, 5, 6, 7). These studies imply that urban youth expect to attain higher levels of education and aspire to the more highly-skilled professions and occupations than do rural youth. Although much information has been collected about the educational and vocational goals of both rural and urban youth in other regions, particularly in the Northern region, little evidence has been available to indicate whether youth in the South are similar to or different from their peers in other regions of the United States with respect to educational and vocational goals and aspirations. The paucity of information about the goals of Southern youth led to the initiation in 1959 of a Regional Project, S-48, "The Educational and Vocational Goals of Rural Youth in the South." The purposes of the project were to study:

1. the educational and vocational goals of rural teenagers.
2. the educational and vocational goals that parents hope their teenagers have for themselves.
3. the correspondence or disagreement of the teenagers' own educational and vocational goals with the educational and vocational goals the parents hope their teenagers have for themselves.

Methods and Procedures

VOCATIONAL and educational schedules were administered in Tennessee to 288 rural ninth and tenth graders and their mothers and fathers in 1960-61. In selecting the sample schools, Tennessee was divided into three geographical areas: East, Middle, and West. The schools selected were outside the corporate

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limits or densely settled urban fringes of cities with a population of 50,000 or more persons, according to the 1950 census. An additional criterion was that each of the schools selected included a chapter of 4-H, FFA, or FHA. A listing of all county school systems was made from available state records for the three divisions of the state. Thirty schools were selected at random from all eligible schools. One-third of the total of 288 sample families were selected from ten schools in each of the three divisions. A student's eligibility to participate in the study was based on two criteria: 1) rural residence; and 2) residence in the same dwelling as both parents, including stepparents.

Information for classification of students for eligibility was obtained from a student questionnaire which included sex, membership in rural youth organizations, residence, family size, and level-of-living. The level-of-living scale used in this study was a short-form of the Cornell Level of Living Scale 3) in which possession of certain household items and car ownership were used to provide a level-of-living measure (See information sheet Appendix B).

Cutting points for level-of-living scores are shown in the following table:

Level-of-Living Classification Table

Level of Living	*Total Score Range*
High	7-9
Middle	3-6
Low	0-2

When completed, the student information sheets were returned to The University of Tennessee for coding. Students included in the sample were typed according to the following classifications:

Major Classification	*Sub-Classification*
1. Sex	Boy-girl
2. Membership	Club member-nonmember
3. Level-of-living	High-middle-low
4. Residence	Farm-nonfarm
5. Family size	1-2-3+ child family

Information in the sub-classification category was used to derive each student's Classification Type. Although many type combinations are possible by using this schema, the one selected for use in the present study was constructed on a sex-membership basis. This particular construct gives four major type categories with a total of 48 combinations, or 12 for each type. The four major classification types constituting the sex-membership construct are:

Type I	Girls-Members
Type II	Boys-Members
Type III	Girls-Nonmembers
Type IV	Boys-Nonmembers

After student classification was completed, a random selection of cases not exceeding 14 subgroups was made, ultimately providing for two cases and two alternates for each of the three areas within the state. The students selected for the sample were designated as sample students; their parents, as sample parents; and student-parents, as the sample families for this study. Sample families were given a family assignment number, in order to identify each student with his or her parents.

The interviewing procedure involved three questionnaires for sample students and their parents. The questionnaires were administered to sample students at school in two interviewing sessions. The same schedules were administered to sample parents and each parent was asked to answer the questionnaires in the way he or she hoped the son or daughter had answered the items. The interviewer arranged to have all the sample parents in a given school meet together at school for an evening interview scheduled in advance. Most interviews were conducted on this group basis. In those cases in which interviews could not be scheduled at school, parents were interviewed at home. A school staff member, generally the guidance counselor, assisted with parent interviewing.

Data from a given school were returned to The University of Tennessee upon completion of the interview. All data were scored and coded in accordance with a coding manual compiled by the Technical Committee of the Regional Project, S-48. Processing and statistical analyses of the Tennessee data, as well as those of the other participating states, were completed in cooperation with the Department of Experimental Statistics, North Carolina State University at Raleigh. Although three questionnaires were utilized in the study, only the vocational questionnaire developed by the Technical Committee was of concern for the Tennessee data under consideration. This questionnaire was concerned with expectations regarding educational and vocational plans beyond high school (See Appendix B.).

The relationship between vocational plans and level-of-living was tested by Chi-square analysis. For each of the items comprising the vocational questionnaire, Chi-square was computed for boys, girls, and for the parent-child combinations of father-boy, father-girl, and mother-boy mother-girl, to determine the

relationship between sex, level-of-living, and educational and vocational plans. The level of significance was set at .05. Only the significant relationships are reported (See Appendix A.).

Findings

Length of Schooling

Level of living was significantly related to the school plans of boys and girls and the expectations of parents (Appendix A, Tables 1, 2, and 3). These data are presented graphically in Figures 1 and 2. Boys and girls were asked how far they expected to go in school, while the parents were asked how far they expected their son or daughter to go in school. The six possible responses included the following: 1) this is probably my last year; 2) another year or two; 3) expect to finish high school; 4) intend to begin college; 5) expect to graduate from a 4-year college; and 6) expect to continue professional study.

A few boys in the low LOL[1] group (2.1 percent) anticipated dropping out of school at the end of the year interviewed, while some boys in the middle and low LOL groups (2.1 percent each) expected to drop out of school in another year or two. No parents in the high or low LOL groups expected sons to terminate formal schooling before high school graduation. For the middle LOL group, 2.1 percent of fathers thought this would be the last year of school for daughters.

Over a third of the boys in the high LOL group expected their formal schooling to be terminated upon graduation from high school, as compared to about three-fifths of the boys from the middle LOL group, and four-fifths of boys from the low LOL group. Approximately one-fifth of fathers and mothers in the high LOL group anticipated no more formal education for sons after high school graduation. In the middle LOL group, over a quarter of the fathers (27.6 percent) as compared to over a half of the mothers (52.1 percent) anticipated sons would get no further formal education after high school graduation. Both parents in the low LOL group had similar expectations about son's education being terminated upon graduation from high school; in each case the percentage was 63.8 percent.

A few boys in the high, middle, and low LOL groups intended to start college but not to graduate (roughly 4, 6 and 2 percent respectively). On the other hand, fathers in the high, middle, and low LOL groups expected sons to drop out of college

[1] Hereafter level of living will be designated as LOL.

more frequently than sons reported. Almost twice as many high LOL mothers (34.0 percent) as fathers (16.7 percent) expected sons to get some college education. In the middle LOL group, 29.8 percent of fathers and 27.1 percent of mothers anticipated that sons would start, but not complete college. More mothers

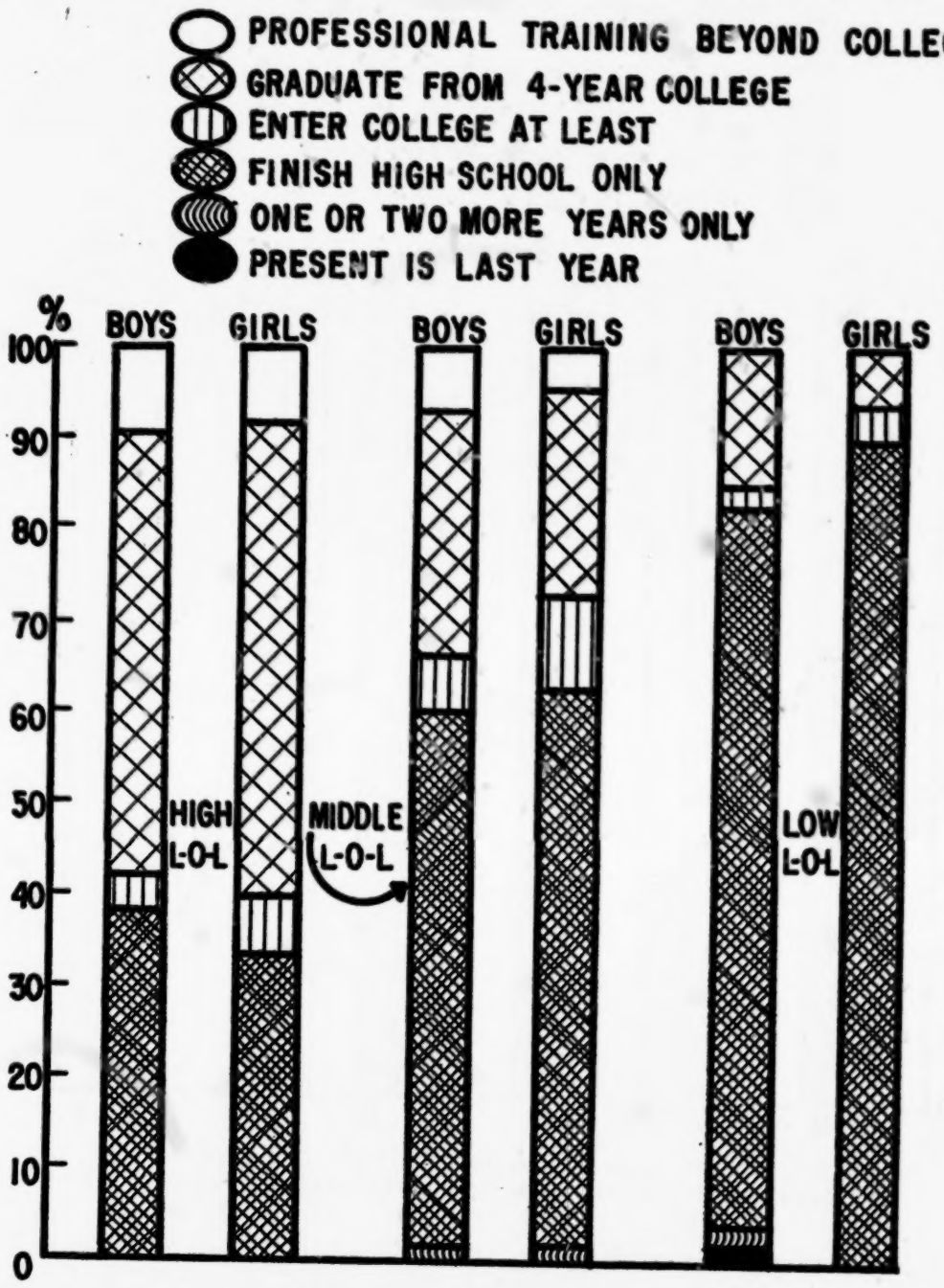

Figure 1. Additional schooling expected by 9th and 10th grade rural boys and girls by Level of Living, Tennessee, 1960-61.

(29.8 percent) than fathers (21.3 percent) in the low LOL group expected sons would not complete college.

Approximately 48 percent of boys with high LOL backgrounds expected to graduate from a 4-year college, but only about 10

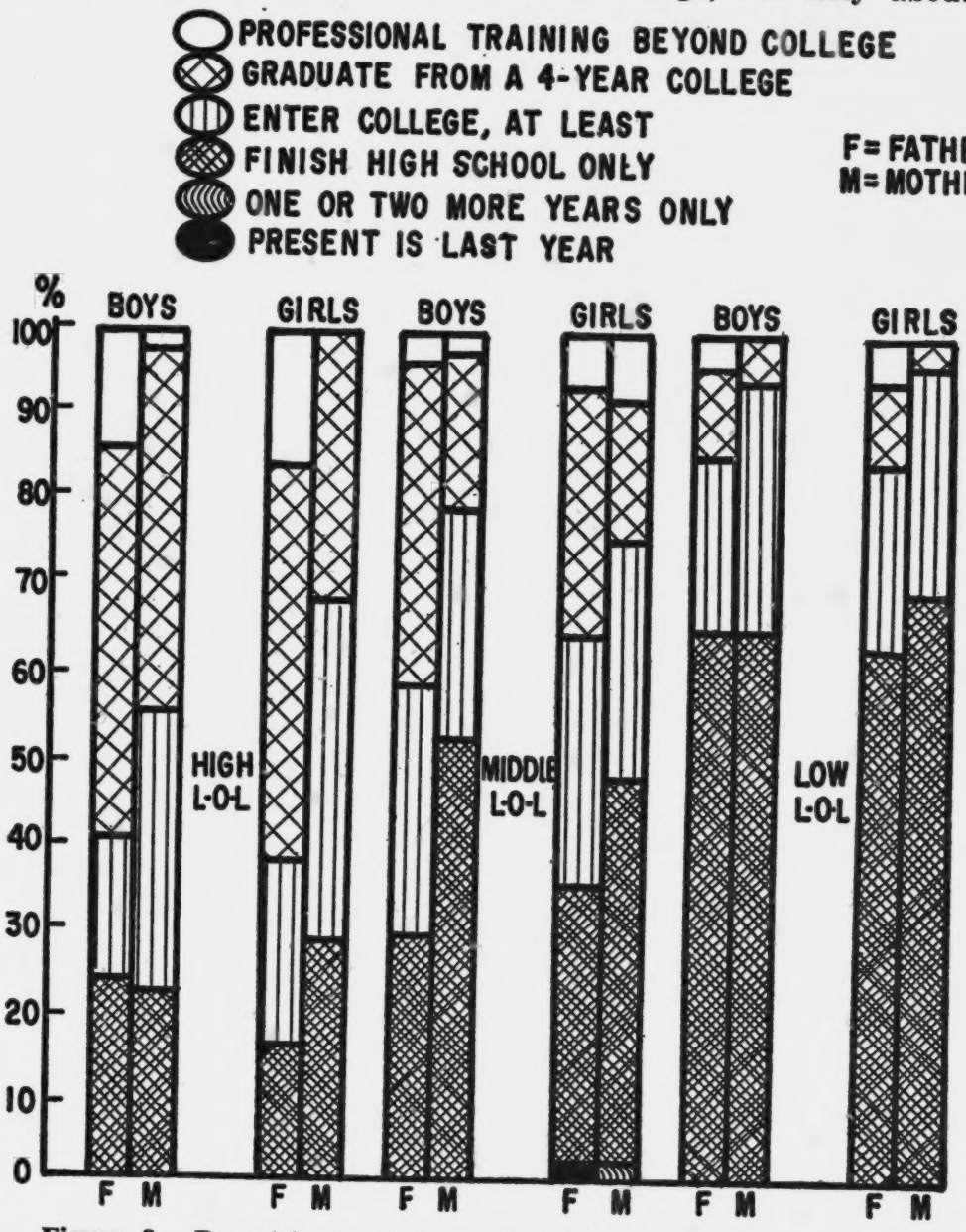

Figure 2. Parents' expectations of additional schooling for 9th and 10th grade rural boys and girls by Level of Living, Tennessee, 1960-61.

percent anticipated continuing professional study. Approximately 46 percent of fathers expected sons to graduate from a 4-year college, whereas 14 percent of fathers anticipated sons continuing professional study. Over one-quarter of the boys in the middle

LOL group expected to complete college, but only 6.2 percent planned to continue professional study.

More fathers in the middle LOL group (38.3 percent) expected sons to graduate from college than did mothers (18.7 percent). There was, however, a high degree of consensus for these parents concerning expectations for son's continued professional study (4.3 percent and 2.1 percent respectively). Approximately 15 percent of low LOL boys planned to graduate from college, while none expected to pursue professional study after college graduation. Boys in this group more frequently than fathers or mothers reported expecting to graduate from college. The expectations of boys and mothers regarding continued professional study after college were similar, as no boys nor their mothers in the low LOL group expected additional professional study after college; however, 4.3 percent of the fathers in this group hoped sons would continue professional study.

No girls in the high LOL group anticipated dropping out of high school before graduation, nor did their parents expect that they would. While no girls or mothers in the middle LOL group expected that the year interviewed would be the last year of schooling, a few fathers (2.1 percent) reported this expectation. Neither girls nor their parents in the low LOL group anticipated school dropout at the end of the year interviewed or before graduation from high school. A few girls and mothers in the middle LOL group (2.1 percent) anticipated dropout before completion of high school, but none of the fathers in this group held this expectation.

Over one-third of the girls from high LOL backgrounds expected to do no more than graduate from high school as compared to three-fifths of the girls in the middle LOL group and 89.5 percent of girls in the low LOL group. Fewer fathers (14.6 percent) than mothers (27.7 percent) in the high LOL group expected daughters to terminate their formal schooling upon graduation from high school. Fewer fathers (33.3 percent) than mothers (45.8 percent) in the middle LOL group expected daughters to have completed formal education with high school graduation. In the low LOL group, approximately two-thirds of mothers and fathers anticipated no further formal schooling beyond high school graduation for daughters.

Relatively few girls in the high LOL group (6.3 percent) intended to begin college without graduating, while over half of them (52.1 percent) expected to graduate from college. Around 10 percent of middle LOL girls expected to begin college with

no plans for college graduation, while over a fifth of these girls anticipated college graduation. In the low LOL group of girls, about 4 percent expected to begin but not finish college, while 6 percent expected to graduate from college.

Almost twice as many mothers (40.4 percent) as fathers (22.9 percent) in the high LOL group expected daughters to start but not finish college. More fathers (45.8 percent) than mothers (31.9 percent) in the high LOL group hoped daughters would graduate from college. Both parents in the middle LOL group had similar expectations for daughter's starting but not finishing college (29.2 and 27.1 percent), but about twice as many fathers (29.2 percent) as mothers (16.7 percent) expected daughters to complete 4 years of college. More mothers (27.1 percent) than fathers (16.7 percent) in the low LOL group anticipated that daughters would begin but not finish college, but somewhat fewer mothers (4.2 percent) than fathers (10.4 percent) reported they expected daughters to graduate from college.

Relatively few girls in the high and middle LOL groups (approximately 8 and 4 percent respectively) expected to continue professional study, while none of the girls in the low LOL group expected to do so. In the high LOL group, about 17 percent of the fathers but none of the mothers anticipated daughters continuing professional study. In the middle LOL group, about 6 percent of fathers and 8 percent of mothers reported they expected daughters to continue professional study. None of the mothers in the low LOL group, but roughly 6 percent of the fathers, anticipated daughters would continue professional study after graduation from college.

Financial Help for Schooling

Level of living was significantly related to the amount of financial help expected by boys and to the expectations of parents for giving financial help to sons and daughters for schooling. No significant relationship was found for girls' anticipated financial help with schooling and LOL, but the financial help fathers and mothers expected to give sons and daughters was significantly related to LOL (Appendix A, Tables 4, 5 and 6). Figures 3 and 4 present the data graphically. Students and their parents were asked to what degree they felt the family was capable of financing continued education after high school. Possible responses were as follows: 1) financially able to pay way completely; 2) financially able to help a great deal; 3) financially able to give

some help; 4) financially able to give no help; and 5) financial resources so low that the family would need some of the student's earnings.

Boys with high LOL backgrounds (68.8 percent) most frequently voiced the expectation that their schooling would be completely financed by their parents. The remainder of the high

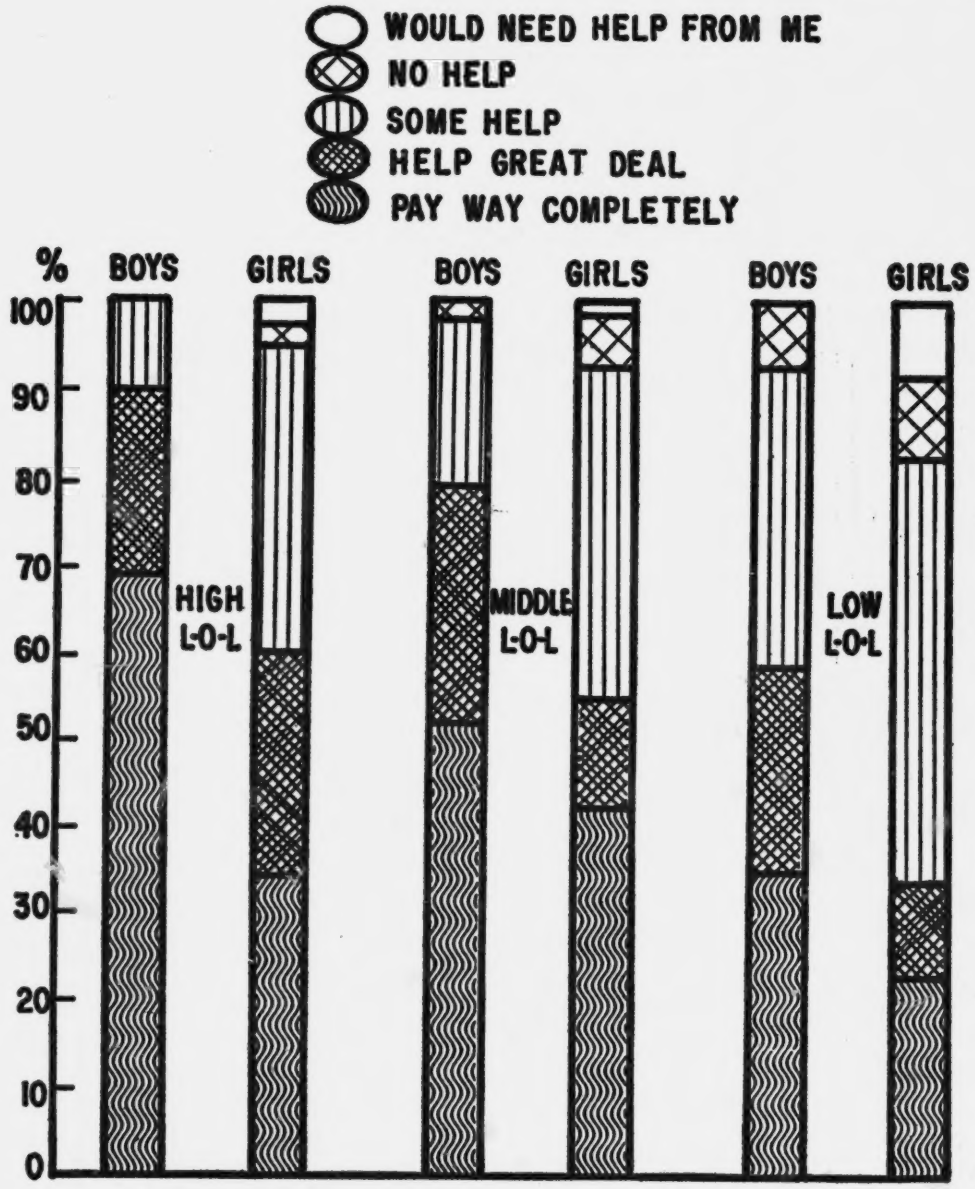

Figure 3. Financial help with schooling boys and girls expected from parents by Level of Living, Tennessee, 1960-61.

LOL boys expected their families to help a great deal (20.8 percent), or to give some help (10.4 percent). None of the boys in this group anticipated receiving no help, nor did any anticipate

that the family would need his earnings. Over a third of the high LOL mothers and fathers expected to give some financial help to sons, while less than one-third expected to give a great deal of help and less than one-third to give complete financial help for son's schooling.

Over half of the boys in the middle LOL group reported that

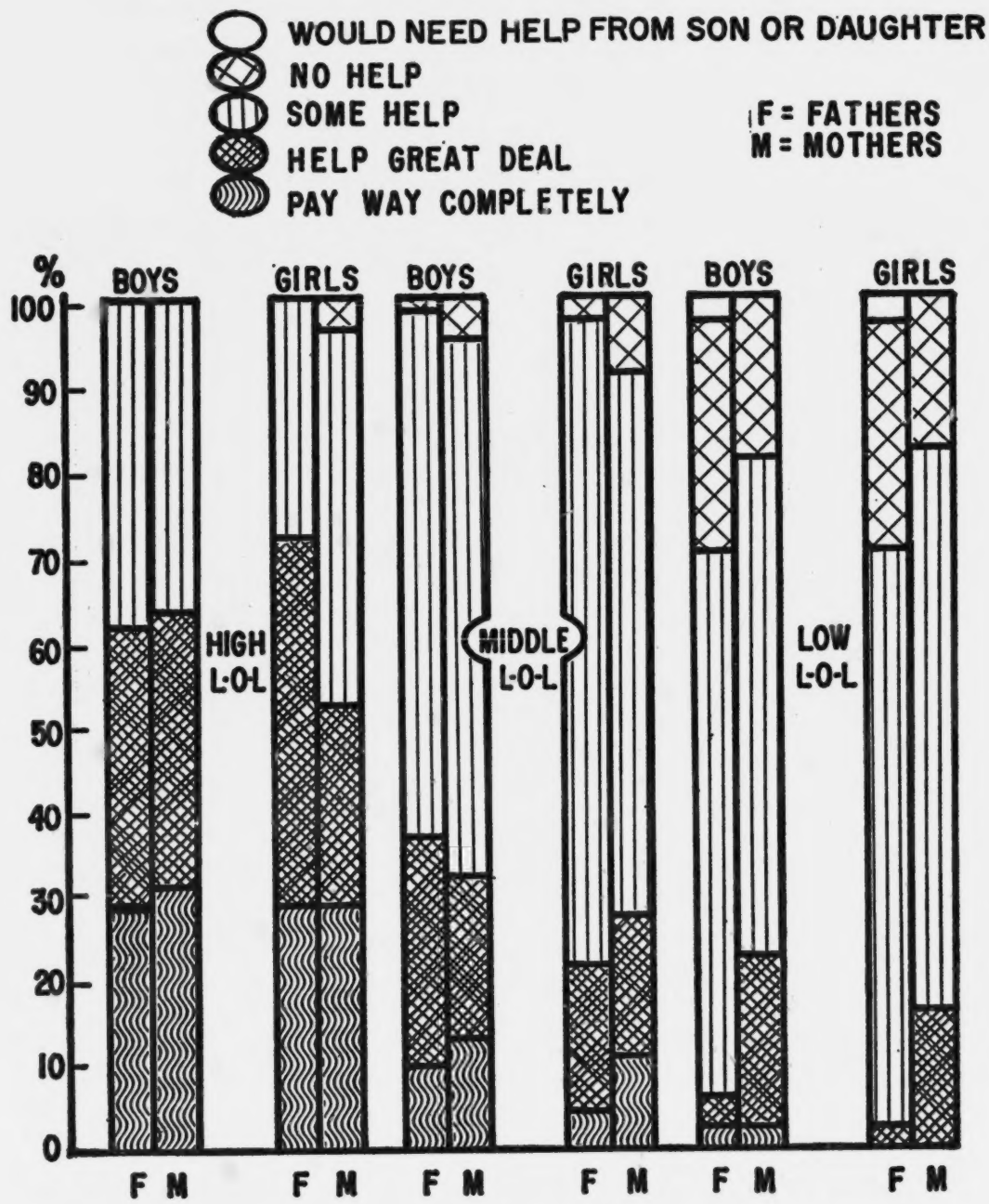

Figure 4. Financial help with schooling parents expected to give boys and girls by Level of Living, Tennessee, 1960-61.

they expected complete financial help for schooling. Over one-quarter of the boys in this group expected the family to help a great deal, and 18.7 percent expected some financial help. Few boys (2.1 percent) anticipated receiving no financial help, and none reported feeling that the family would need financial help from him.

Over three-fifths of the mothers and fathers in the middle LOL group felt they would be able to give some help for financing son's schooling. More fathers (27.6 percent) than mothers (19.2 percent) expected to help a great deal. The expectations of these parents for completely financing son's schooling were relatively low, as only 8.5 percent of fathers, and 12.8 percent of mothers expected to be able to do so. Very few of these parents, (2.2 percent of fathers and 4.2 percent of mothers), felt they could give no financial help, and none felt that they would need help from sons who were in school.

Equal numbers of boys in the low LOL group expected complete financial help or some financial help for schooling (35.4 percent respectively). Of the other boys in this group, 23.0 percent expected a great deal of help and 6.2 percent no help. None of the boys in this group felt they would need to contribute earnings to help the family. Very few parents (2.2 percent) in the low LOL group expected to pay son's way completely. However, considerably more mothers (20.0 percent) than fathers (4.3 percent) expected to help a great deal. Most fathers in this group (65.2 percent) and mothers (60.0 percent) expected to give some financial help to sons. About one-quarter of the fathers and 18 percent of mothers indicated that they felt unable to give any help financially. None of the mothers, but approximately 2 percent of fathers in the low LOL group reported needing son's help.

About a third of girls in the high LOL group expected complete financial help and about a third some financial help for schooling. One-quarter of the girls with high LOL backgrounds expected a great deal of financial help, but few (2.1 percent respectively) anticipated receiving no help to finance schooling or expected that the family would need their earnings.

Approximately 42 percent of fathers as compared to 23 percent of mothers expected to give a great deal of financial help to daughters. On the other hand, around 46 percent of mothers compared to 27 percent of fathers felt they would be able to provide some financial help to daughters. Equal percentages of mothers and fathers (29.2 percent) expected to finance daughter's schooling completely. None of the high LOL fathers but a few mothers

(2.1 percent) anticipated providing no financial help to daughters; however, none of the parents in this group expected daughters to help them.

Approximately three-quarters of fathers and over three-fifths of mothers in the middle LOL group anticipated they would be able to provide some financial help to daughters. In this group, 16.6 percent of fathers and 17.0 percent of mothers expected to provide a great deal of financial help to daughters for schooling. More mothers (10.6 percent) than fathers (4.2 percent) felt they were financially able to completely pay for daughter's schooling. However, more mothers (8.6 percent) than fathers (2.1 percent) anticipated they would be unable to provide any help to daughters for schooling. No mothers or fathers in the middle LOL group expected sons or daughters to have to contribute funds to them.

While none of the parents in the low LOL group expected to be financially able to pay daughter's way completely for schooling, roughly two-thirds of the parents in this group expected to give some financial help. Fewer fathers (2.2 percent) than mothers (15.6 percent) felt they would be able to help daughters a great deal. However, about a quarter of the fathers as compared to 18 percent of the mothers felt they would be able to give no financial help. No mothers but approximately 2 percent of the fathers in the low LOL group felt daughters would need to help the family.

Parental Encouragement of Plans

Boys' and girls' perception of encouragement by fathers to continue educational plans was significantly related to level of living. Fathers' perception of the degree of encouragement given to sons and daughters was significantly related to LOL for sons, but not for daughters. Degree of parental urging to continue educational plans beyond high school as perceived by boys and girls and by their mothers and fathers was elicited by asking them how much urging boys and girls had received (Appendix A, Tables 7 and 8). These data are graphically presented in Figure 5. The response included: 1) strongly urged to continue; 2) some encouragement to continue; 3) never said much about it; 4) would be better off going to work after high school; and 5) should quit high school and go to work.

Approximately two-thirds of the boys with high LOL backgrounds perceived strong urging by fathers to continue their education as compared to roughly two-fifths of the boys in the

middle, and about one-third of the boys in the low LOL group. Roughly one-fifth of the boys with high LOL backgrounds per-

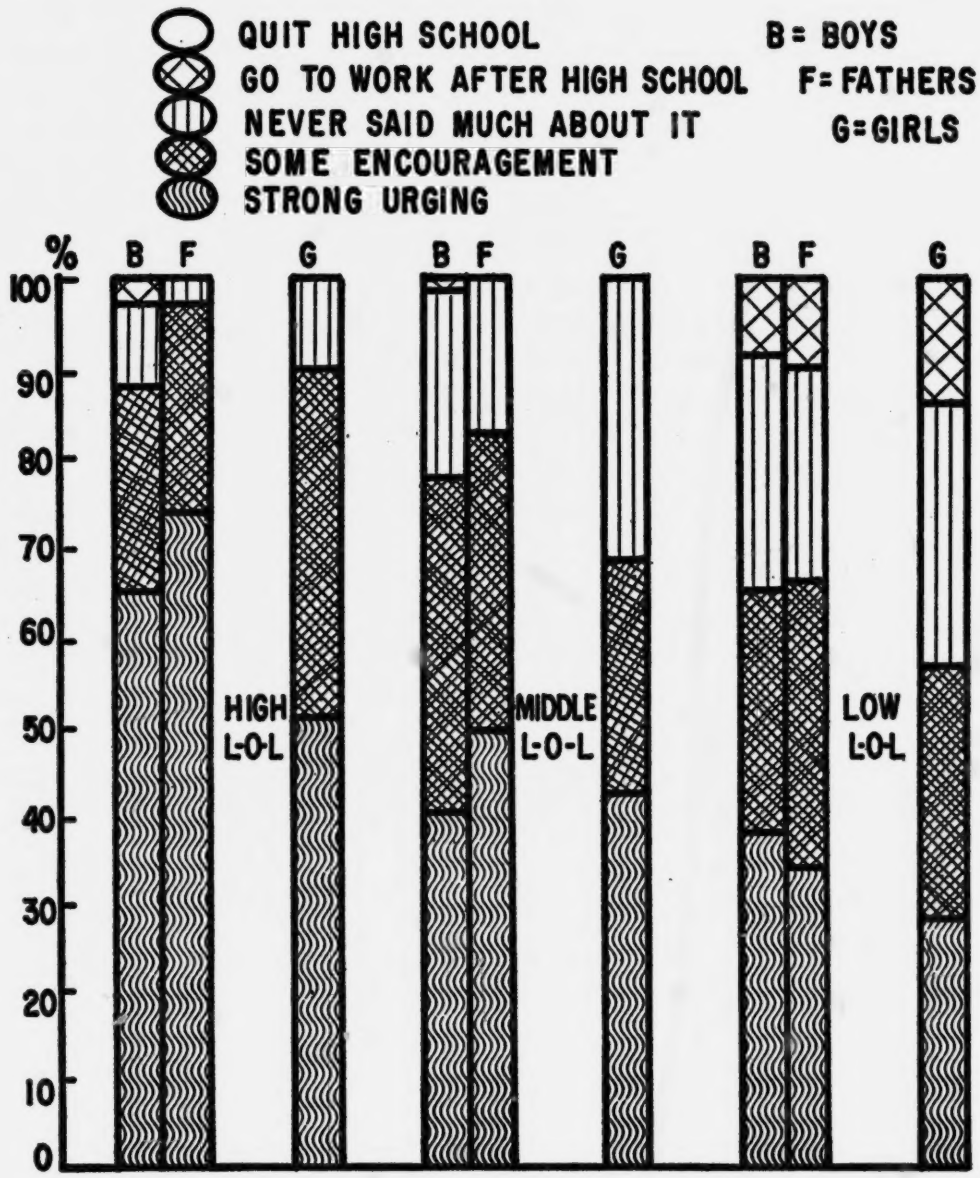

Figure 5. Boys' and girls' perception of fathers' urging of educational plans by Level of Living; fathers' perception of urging given boys' educational plans by Level of Living, Tennessee, 1960-61.

ceived some encouragement from fathers. Relatively few boys in this group (10.4 percent) reported fathers had never said much about it, or felt fathers wanted them to go to work after high school (2.1 percent). None of the boys in the high LOL group perceived fathers wanting them to quit high school.

Some encouragement of educational plans by fathers was perceived by 37.5 percent of the boys in the middle LOL group, while 20.8 percent reported fathers had never said much about it. A few boys (2.1 percent) thought fathers wanted them to go to work after high school, but none of the boys in the middle LOL group felt that fathers wanted them to quit high school.

About equal numbers of the boys with low LOL backgrounds perceived some encouragement from fathers to continue educational plans, and fathers never having said much about educational plans. More boys in this group (8.3 percent) than in the middle and high LOL groups thought fathers wanted them to go to work immediately after high school, but none of the boys felt that their fathers wanted them to quit high school.

Fathers in the high and middle LOL groups appeared to perceive themselves as having given more encouragement than did their sons, while fathers in the low LOL group perceived themselves as having given less encouragement than their sons perceived. Approximately three-quarters of the high LOL group, one-half of the middle group, and one-third of the low LOL group of fathers felt they had strongly urged sons to continue educational plans.

Roughly one-fifth of the fathers in the high LOL group felt they have given sons some encouragement, but few fathers in this group (2.1 percent) reported they had never said much about educational plans. None of the fathers in the high LOL either hoped their sons would work immediately after high school or would quit high school. Approximately one-third of the fathers in the middle LOL group felt they had given sons some encouragement, while 17.0 percent reported they had never said much about it. No fathers in the middle LOL group expressed the notion that they wanted sons to work immediately after high school or to quit high school. A third of the fathers in the low LOL group felt they had given sons some encouragement to continue their education, and around one-quarter of these fathers—25.1 percent—had never said much about it, while 8.3 percent reported they wanted sons to go to work after high school; this report was congruent with the perception of boys in the low LOL group, 8.3 percent of whom perceived that their fathers wanted them to terminate their education upon graduation from high school. No fathers wanted sons to quit high school.

Girls in the high and middle LOL groups most frequently reported strong encouragement by fathers for continuing educa-

tional plans, while girls in the low LOL group perceived fathers as strongly encouraging (27.6 percent), giving some encouragement (27.6 percent), and father's never having said much about it (29.8 percent). More girls in the high LOL group, approximately 40 percent, than girls in the middle LOL group, or 27.1 percent, perceived some encouragement from fathers to continue their education. Roughly 10 percent of girls with high LOL backgrounds reported their fathers had never said much about educational plans, as compared to 31.2 percent of girls with middle LOL backgrounds. None of the girls in the high and middle LOL groups felt fathers wanted them to go to work immediately after high school, but 15 percent of the girls in the low LOL group felt their fathers wanted them to do so. None of the girls in the sample perceived pressure from fathers to quit high school.

Plans—College

Students who had plans to attend college or had selected a college which they planned to attend were combined to represent the college group. All other students were grouped as non-college.

The relationship between college attendance as related to level of living was significant for boys and girls. For the high level of living group, 68.7 percent of both boys and girls planned to attend college; for the middle level of living group, 43.7 percent of boys and 41.7 percent of girls expected to attend college; for the low level of living group, the percentage of boys and girls expecting to attend college was 18.7 and 10.4 percent respectively.

The three most preferred college courses of study for boys in order of preference were: engineering, agriculture, and education. The three preferred choices for girls were: nursing, home economics, and education or liberal arts.

Financial Help for Occupations

Only the financial help fathers expected to give sons for occupational plans was significantly related to level of living (Appendix A, Table 9). See Figure 6 for a graphic presentation of these data. Boys were asked how much financial help they felt they would receive from their family in getting a start in their chosen occupation. Parents were asked how much financial help would be forthcoming to implement his occupational plans. Five responses were possible: 1) all the financial help needed; 2) most of the financial help needed; 3) some of the help needed; 4) very little of the help needed; 5) no financial help available.

Fathers in the high level of living groups (16.7 percent) expected to give all the financial help needed as opposed to 4.2 percent and 2.1 percent of fathers in the middle and low LOL groups. Fathers in the high LOL group—31.2 percent as com-

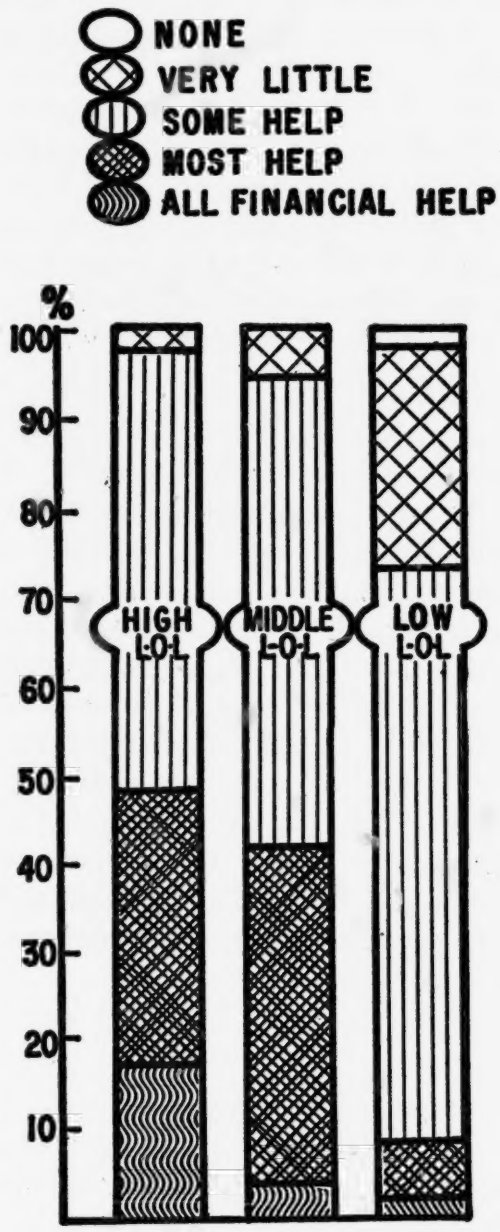

Figure 6. Financial help with occupations fathers expected to give boys by Level of Living, Tennessee, 1960-61.

pared with 38.3 percent in the middle LOL group—anticipated giving most of the financial help needed; only 6.2 percent of fathers in the low LOL group expected to give most of the financial help needed for sons' occupational plans. The most frequent response of fathers in all LOL groups was that some financial help with occupations would be forthcoming (50, 53, 64 percent re-

spectively). One quarter of the fathers in the low LOL group as compared to 2.1 percent of fathers in the high LOL group and 4.2 percent of fathers in the middle LOL group, expected to provide very little of the financial help needed. No fathers in the high and middle LOL groups and few fathers in the low LOL group (2.1 percent) felt that no financial help would be available for their sons' occupational plans.

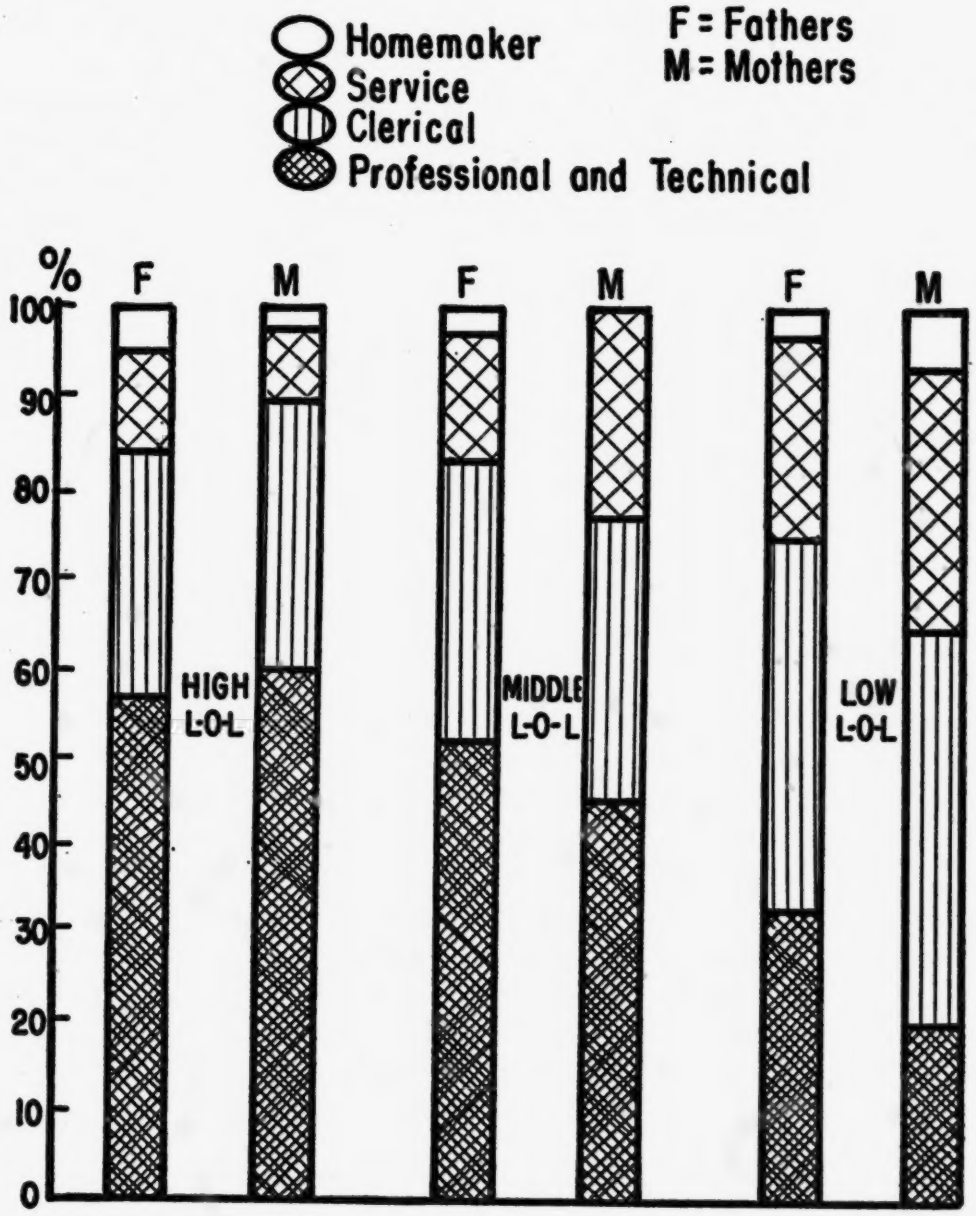

Figure 7. Girls' most desired occupations expected by parents by Level of Living, Tennessee, 1960-61.

Occupation Most Desired

The youths were asked the type of occupation they most desired to pursue. Parents were asked to indicate the occupation they hoped their sons and daughters would select. The one relationship which was significantly related to level of living was the most desired occupation of daughters expected by parents. The three occupational classifications most frequently mentioned by parents were the professional, clerical, and service categories (Appendix A, Table 10). Data are graphically presented in Figure 7.

Parents in the high and middle LOL groups most frequently mentioned preferring a professional type occupation for daughters. Parents in the low LOL group most frequently mentioned occupations of a clerical nature as most desired for daughters.

Parents' Opinion Toward Youth's Future

While there was no significant association between parental opinion with respect to sons' and daughters' future and level of living, certain tendencies were noted. Mothers and fathers of both girls and boys appeared to feel that the occupational choice the youths had made was a good one. Girls indicated that parents thought their occupational choices a good one, but boys felt, in many cases, that parents thought they were shooting too high. Nor was there consensus between boys and parents concerning freedom from parental pressure in choice of occupation. More parents thought occupational choice should be left entirely to the sons than did sons. Girls perceived more accurately the freedom of choice expressed by parents.

Parents of girls were asked their opinion about preparation for marriage and a career for daughters. Girls were asked their perception of parent's opinion. Most mothers and fathers expressed the opinion that girls should be prepared for both marriage and a career. Few parents believed that girls should expect to marry without preparation for a career, or that marriage is a full-time occupation only when a couple's children are young. Girls tended to perceive with considerable accuracy the opinions parents expressed regarding marriage and career plans.

Discussion

EXPECTED length of schooling was found to be significantly associated with level of living (LOL) for Tennessee boys and girls and their mothers and fathers. More youths in the high

LOL group expected to graduate from college and to continue professional study; their parents also held this expectation for them. Advantages, both cultural and economic, generally are considered to be more readily available to those representing the higher levels of living.

For these groups, it may be that education functions as an increment in the achievement of positions associated with high prestige and financial reward. There is also the likelihood that youth with higher level of living backgrounds have had the opportunity to personally interact with greater numbers of persons occupying such positions in the occupational structure, and to identify themselves with them.

There was a significant relationship between expected financial help with schooling and level of living for youth and their parents in Tennessee. Boys from all levels of living groups tended to expect more financial help from parents than parents expected to give. Boys most frequently reported that parents would pay their way completely for schooling, while parents most frequently reported that only partial financial help would be available. On the other hand, girls from all three level of living backgrounds anticipated receiving less financial help for schooling than parents expected to give them. It is suggested that the difference in expectations between parents and youth may evolve from the fact that parents may not have apprised youth of the family financial situation. For boys particularly there remains another possibility: that at this age, youth are not realistically aware of the costs involved in obtaining a college education.

More financial help with schooling appeared to be available to boys than the amount of help available to get started in an occupation. The amount of financial help expected to be available for help with occupational plans was significantly related to level of living only for fathers and sons.

The data of the present study indicate the importance of level of living as related to the educational and vocational plans of rural youth in Tennessee. The evidence suggests that youth from all levels of living groups need more adequate information about the financial resources available to them from their families and other possible sources of funds for educational and occupational plans.

Many school administrators and guidance counselors work diligently to scale the unrealistic goals of youth to a point commensurate with known capabilities and interests. Frequently the

student is willing to revamp his goals but not uncommonly his parents are not. What then can schools and communities do to correct this situation? Two courses of action seem feasible. One would be to offer courses to parents introducing them to the vocational and career opportunities *currently* available. In a fast moving technical society, of which the United States is a prototype, some types of occupations become obsolescent at the same time that new ones are being created. An understanding of these changes by parents might provide a more realistic basis for setting goals for their children in keeping with their interests and capabilities.

The second course of action involves a shift in timing by schools with vocational guidance programs—introducing knowledge about the occupational structure to youth at an earlier age than now seems to be the case. Such a step would provide a basis for a realistic appraisal of youths' educational and vocational needs and expectations by school administrators, guidance counselors, and parents. Furthermore, it might tend to dispel or reduce some of the seemingly unrealistic expectations held by youth and parents found in the present study.

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Appendix A—Tables

Table 1. Percentage distribution of length of schooling expected by rural girls and boys by level of living, Tennessee 1960-61

Length of schooling expected by boys and girls	Level of Living						X^2	
	High		Middle		Low			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Last year	0	0	0	0	2.1	0		
Another year or two	0	0	2.1	2.1	2.1	0		
Finish high school	37.5	33.3	58.4	60.4	79.2	89.5		
Intend to start college	4.2	6.3	6.3	10.4	2.1	4.2		
Graduate 4-year college	47.9	52.1	27.0	22.9	14.5	6.3		
Continue professional study	10.4	8.3	6.2	4.2	0	0		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
Number of cases	48	48	48	48	48	48		
							25.0**	38.9***

** Significant at the .01 level.
*** Significant at the .001 level.

Table 2. Percentage distribution of fathers' expectations regarding length of schooling of rural boys and girls by level of living, Tennessee 1960-61

Length of schooling expected by fathers for boys and girls	Level of Living						X^2	
	High		Middle		Low			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Last year	0	0	0	2.1	0	0		
Another year or two	0	0	0	0	0	0		
Finish high school	22.9	14.6	27.6	33.3	63.8	66.7		
Start college	16.7	22.9	29.8	29.2	21.3	16.7		
Graduate 4-year college	45.8	45.8	38.3	29.2	10.6	10.4		
Continue professional study	14.6	16.7	4.3	6.2	4.3	6.2		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
Number of cases	48	48	48	48	48	48		
							28.9**	35.3***

** Significant at .01 level.
*** Significant at .001 level.

Table 3. Percentage distribution of mothers' expectations regarding length of schooling for rural boys and girls by level of living, Tennessee 1960-61

Length of schooling expected by mothers for boys and girls	Level of Living						X^2	
	High		Middle		Low			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Last year	0	0	0	0	0	0		
Another year or two	0	0	0	2.1	0	0		
Finish high school	21.3	27.7	52.1	45.8	63.8	68.7		
Start college	34.0	40.4	27.1	27.1	29.8	27.1		
Graduate 4-year college	42.6	31.9	18.7	16.7	6.4	4.2		
Continue professional study	2.1	0	2.1	8.3	0	0		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
Number of cases	47	47	48	48	47	48		
							25.4**	30.6***

** Significant at the .01 level.
*** Significant at the .001 level.

Table 4. Percentage of distribution of financial help with schooling rural boys and girls expected from parents by level of living, Tennessee 1960-61

Expected financial help for schooling from parents	Level of Living						X^2	
	High		Middle		Low			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Pay way completely	68.8	35.4	52.1	41.7	35.4	23.4		
Help great deal	20.8	25.0	27.1	12.5	23.0	10.6		
Some help	10.4	35.4	18.7	37.5	35.4	49.0		
No help	0	2.1	2.1	6.2	6.2	8.5		
Would need help from me	0	2.1	0	2.1	0	8.5		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
Number of cases	48	48	48	48	48	47		
							16.2*	12.2

* Significant at .05 level.
Girls N.S.

Table 5. Percentage distribution of financial help with schooling fathers expected to give rural boys and girls by level of living, Tennessee 1960-61

Financial help for schooling fathers expected to give boys and girls	Level of Living						X^2	
	High		Middle		Low			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Pay way completely	29.2	29.2	8.5	4.2	2.2	0		
Help great deal	33.3	43.7	27.6	16.6	4.3	2.2		
Some help	37.5	27.1	61.7	77.1	65.2	68.9		
No help	0	0	2.2	2.1	26.1	26.7		
Would need help from child	0	0	0	0	2.2	2.2		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
Number of cases	48	48	47	48	46	45		
							51.2***	76.3***

*** Significant at .001 level.

Table 6. Percentage distribution of financial help with schooling mothers expected to give rural boys and girls by level of living, Tennessee 1960-61

Financial help for schooling mothers expected to give boys and girls	Level of Living						X^2	
	High		Middle		Low			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Pay way completely	31.3	29.2	12.8	10.6	2.2	0		
Help great deal	33.3	22.9	19.2	17.0	20.0	15.6		
Some help	35.4	45.8	63.8	63.8	60.0	66.6		
No help	0	2.1	4.2	8.6	17.8	17.8		
Need help from child	0	0	0	0	0	0		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
Number of cases	48	48	47	47	45	45		
							30.7***	20.3**

*** Significant at .001 level.
** Significant at .01 level.

Table 7. Percentage distribution of rural boys and girls perception of fathers' urging of educational plans by level of living, Tennessee 1960-61

Boys' and girls' perception of fathers' urging of educational plans	Level of Living						X^2	
	High		Middle		Low			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Strong urging	64.6	50.0	39.6	41.7	37.5	27.6		
Some encouragement	22.9	39.6	37.5	27.1	27.1	27.6		
Never said much about it	10.4	10.4	20.8	31.2	27.1	29.8		
Go to work after high school	2.1	0	2.1	0	8.3	15.0		
Quit high school	0	0	0	0	0	0		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
Number of cases	48	48	48	48	48	47		
							18.9*	24.3**

* Significant at .02 level.
** Significant at .01 level.

Table 8. Percentage distribution of fathers' perception of urging given boys educational plans by level of living, Tennessee, 1960-61

Fathers' perception of urging given boys' educational plans	Level of Living			X^2
	High Boys	Middle Boys	Low Boys	Fathers-Boys
Strong urging	74.5	49.0	33.3	
Some encouragement	23.4	34.0	33.3	
Never said much about it	2.1	17.0	25.1	
Work after high school	0	0	8.3	
Quit high school	0	0	0	
Total	100.0	100.0	100.0	
Number of cases	47	47	48	
				25.4**

** Significant at .01 level.

Table 9. Percentage distribution of financial help with occupation fathers expected to give boys by level of living, Tennessee 1960-61

Financial help with occupation fathers expected to give boys	Level of Living			X^2 Fathers
	High Fathers	Middle Fathers	Low Fathers	
All the financial help needed	16.7	4.2	2.1	
Most of the financial help needed	31.2	38.3	6.2	
Some of the help needed	50.0	53.3	64.6	
Very little of the help needed	2.1	4.2	25.0	
No financial help available	0	0	2.1	
Total	100.0	100.0	100.0	
Number of cases	48	47	48	
				36.0***

*** Significant at .001 level.

Table 10. Percentage distribution of girls' most desired occupations expected by parents by level of living, Tennessee 1960-61

Most desired occupation expected by parents for girls	Level of Living						X^2	
	High		Middle		Low			
	Fathers	Mothers	Fathers	Mothers	Fathers	Mothers	Fathers	Mothers
Professional and technical	56.5	59.6	52.3	44.7	31.7	19.6		
Clerical	28.3	29.8	31.8	31.9	41.5	43.5		
Service	10.9	8.5	13.6	23.4	24.4	30.4		
Homemaker	4.3	2.1	2.3	0	2.4	6.5		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
Number of cases	46	47	44	47	41	46		
							21.3**	25.6**

** Significant at .01 level.

Appendix B—Vocational Questionnaires and Information Sheets

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STUDENT INFORMATION SHEET

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B-G_____ 1-2-3+_____
M-NM:_____ H-M-L:_____
F-NF:_____ CT:_____

1. Your Name: _____
(Last) (First) (Middle)

2. Your Address: _____
(Street or Route #) (Town)

3. Your Age in Years: _____

4. Your Grade in School: _____Ninth _____Tenth

5. Check One: _____Boy _____Girl

6. To which of these organizations have you belonged?

	Check if now a member	How long a member?
Future Farmers of America	_____	_____Semesters
Future Homemakers of America	_____	_____Semesters
4-H Club	_____	_____Years

7. Where do you live now? (Check one)

_____On a farm

_____In the open country but not a farm

_____Town. What town? _____

_____City with 2500 or more population. What city? _____

8. In the spaces below indicate the number of brothers and sisters you have:

How many older brothers? _____ How many younger brothers? _____

How many older sisters? _____ How many younger sisters? _____

9. If you have any brothers or sisters in the ninth and tenth grades, then list their names below.

_____

_____

10. Does your mother live with you at home? _____Yes _____No

If *No*, does your Stepmother live with you at home? _____Yes _____No

11. Does your father live with you at home? _____Yes _____No

If *No*, does your Stepfather live with you at home? _____Yes _____No

12. Do you have water piped into your house?

_____No _____Yes

_____Hot

_____Only cold

13. Do you have an indoor bathroom?

_____No _____Yes

_____Tub

_____Shower

14. Do you have a power washing machine?

_____No _____Yes

_____Automatic, semi-automatic, or combination of washer-and-dryer

_____Wringer type

15. Do you have

	Yes	No
a. Deep freeze unit, separate from refrigerator?	_____	_____
b. Pressure cooker?	_____	_____
c. Electric vacuum cleaner?	_____	_____
d. Piano?	_____	_____

16 What year is your car(s)—other than truck(s)?

First car _____

Second car _____

Third car _____ No car _____

Fourth car _____

17. How many different magazines do you get regularly?

_____None

_____One

_____Two

_____Three

_____Four or more

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Name _____ _____ _____
(Last) (First) (Middle)

STUDENT VOCATIONAL QUESTIONNAIRE FOR BOYS

INSTRUCTIONS: Read each question carefully. Then answer it according to the instructions given with the question itself.

1. How far do you expect to go in school? (Check one)

_____This will probably be my last year
_____Another year or two
_____I intend to finish high school
_____I expect to start to college but probably won't finish
_____I expect to graduate from a four-year college
_____I expect to continue professional study after college graduation.

2. Check the high school subjects you consider to be important for your future.

18 _ _____Agriculture
19 _ _____Biology
20 _ _____Chemistry and Physics
21 _ _____Commercial Courses (such as typing or accounting)
22 _ _____English
23 _ _____Foreign Language
24 _ _____Home Economics
25 _ _____Industrial Training
26 _ _____Mathematics
27 _ _____Social Science (such as history, government, economics)
28 _ _____Dramatics and Speech
29 _ _____Art
30 _ _____Music
31 _ _____Physical Education
32 _ _____Journalism

33 _ 3. *If you are not planning to attend college*, what are your plans? *Check one* statement below that best fits your plans. (If you are planning to attend college, skip this question and go on to the next question.)

_____Take training courses before working (such as trade school, business college, evening vocational classes at high school, correspondence courses.)
_____Take apprentice or on-the-job training for skilled labor work.
_____Go to work immediately, without further job training.
_____Help my father in his occupation or business.
_____Get the military service requirement out of the way before further planning.
_____Undecided.

34 _ 4. If you are planning to attend college, answer these questions: (If you answered No. 3, do not answer this question.)

a. What college will you attend? _____
(Name of College)

_____
(Undecided)

35__ b. What course of study do you plan to follow in college? *(Check one)*

_____Agriculture
_____Business Administration
_____Dentistry
_____Education
_____Engineering
_____Fine Arts
_____Home Economics
_____Law
_____Liberal Arts (social science, language, etc.)
_____Nursing
_____Pharmacy
_____Physical or Biological Science
_____Medicine
_____Religion
_____Veterinary Medicine
_____Other (Write in)

37_ 5. As to continuing my education beyond high school, my father: *(Check one)*

_____Has strongly urged me to continue
_____Has given me some encouragement to continue
_____Has never said much about it
_____Feels that I would be better off going to work after high school
_____Feels that I should quit high school and go to work

38_ 6. As to continuing my education beyond high school, my mother: *(Check one)*

_____Has strongly urged me to continue
_____Has given me some encouragement to continue
_____Has never said much about it
_____Feels that I would be better off going to work after high school
_____Feels that I should quit high school and go to work

39_ 7. As to any further help from my folks in getting a start or in continuing schooling after high school, my parents would be: *(Check one)*

_____Willing to pay my way completely
_____Financially able to help me a great deal
_____Financially able to give me some help
_____Financially able to give me no help
_____Would need financial support from me while I am in college

40__ 8. The occupation I would like most is:

42_ _____

43__ 9. What do you actually expect to do as a lifetime kind of work? (Be specific as to what occupation you actually plan to follow.)

_____

45_ 10. What do your parents think of your present occupational plans? *(Check one)*

_____Think I am shooting too high
_____Think it's a good occupation and I have a chance of making it
_____Think I should be trying for something different
_____They say it's entirely up to me to get what I want
_____I have never discussed it with them

46 _ 11. In getting a start in the occupation I have chosen, my parents: *(Check one)*

_____Will give me all the financial help I need

_____Will give me most of the financial help I need

_____Will give me some of the financial help I need

_____Will give me very little financial help

_____Will give me no financial help at all

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Name _____ _____ _____
(Last) (First) (Middle)

STUDENT VOCATIONAL QUESTIONNAIRE FOR GIRLS

INSTRUCTIONS: Read each question carefully. Then answer it according to the instructions given with the question itself.

1. How far do you expect to go in school? ***(Check one)***
   - _____This will probably be my last year
   - _____Another year or two
   - _____I intend to finish high school
   - _____I expect to start to college but probably won't finish
   - _____I expect to graduate from a four-year college
   - _____I expect to continue professional study after college graduation

2. Check the high school subjects you consider to be important for your future.

18_ _____Agriculture
19_ _____Biology
20_ _____Chemistry and Physics
21_ _____Commercial Course (such as typing, accounting)
22_ _____English
23_ _____Foreign Language
24_ _____Home Economics
25_ _____Industrial Training
26_ _____Mathematics
27_ _____Social Science (such as history, government, economics)
28_ _____Dramatics and Speech
29_ _____Art
30_ _____Music
31_ _____Physical Education
32_ _____Journalism

33_ 3. *If you are not planning to attend college,* what are your plans? *Check one* statement below that best fits your plans. (If you are planning to attend college, skip this question and go on to the next question.)

- _____Take training courses before working (such as beauty school, business college, practical nursing school, evening vocational classes at high school, correspondence courses)
- _____Take apprentice or on-the-job training, such as for nursing aide, receptionist, etc.
- _____Go to work immediately without further job training
- _____Marriage as soon as I leave school
- _____Help my family at home
- _____Undecided

34_ 4. *If you are planning to attend college,* answer these questions: (If you answered question 3, do not answer this question.)

a. What college will you attend: _____
(Name of College)

_____
(Undecided)

35_ _ b. What course of study do you plan to follow in college? *(Check one)*

_____Agriculture
_____Business Administration
_____Dentistry
_____Education
_____Engineering
_____Fine Arts
_____Home Economics
_____Law
_____Liberal Arts (social science, language, etc.)
_____Nursing
_____Pharmacy
_____Physical or Biological Sciences
_____Medicine
_____Religion
_____Veterinary Medicine
_____Other (Write in)

37_ 5. As to continuing my education beyond high school, my father: *(Check one)*

_____Has strongly urged me to continue
_____Has given me some encouragement to continue
_____Has never said much about it
_____Feels that I would be better off going to work after high school
_____Feels I should quit high school and go to work

38_ 6. As to continuing my education beyond high school, my mother: *(Check one)*

_____Has strongly urged me to continue
_____Has given me some encouragement to continue
_____Has never said much about it
_____Feels that I would be better off going to work after high school
_____Feels that I should quit high school and go to work

39_ 7. As to any further help from my folks in getting a start or in continuing schooling after high school, my parents would be: *(Check one)*

_____Willing to pay my way completely
_____Financially able to help me a great deal
_____Financially able to give me some help
_____Financially able to give me no help
_____Would need financial support from me while I am in college

40_ _ 8. The occupation I would like most is:

_____

42_ 9. What do you *actually expect* to do?

_____Occupation only
_____Occupation and Marriage
_____Marriage only

43_ _ _____ Name of occupation, if checked above.

45_ 10. What do your parents think of your present occupational plans? *(Check one)*

_____Think that I'm shooting too high
_____Think it's a good occupation and I have a chance of making it
_____Think that I should be trying for something different
_____They say it's entirely up to me to get what I want
_____I have never discussed it with them

46_ 11. My father's opinion is that: *(Check one)*

_____Girls should expect to marry rather than prepare for an occupation
_____A girl needs little preparation for an occupation because she will work, at most, only a few years before marrying
_____A girl today should be prepared for both an occupation and marriage
_____Marriage and homemaking are not a full time occupation for women except when the children are small
_____A girl needs preparation for an occupation, but not for marriage

47 _ 12. My mother's opinion is that: *(Check one)*

_____Girls should expect to marry rather than prepare for an occupation

_____A girl needs little preparation for an occupation because she will work, at most, only a few years before marrying

_____A girl today should be prepared for both an occupation and marriage

_____Marriage and homemaking are not a full time occupation for women except when the children are small

_____A girl needs preparation for an occupation, but not for marriage

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_____:_____:_____:_____:
ST S FAN CT

PARENT INFORMATION SHEET

1. Does your son or daughter live with you and your husband? (Wife) _____Yes _____No

2. What was your age on your last birthday? _____Father _____Mother

3. Check highest number of years of schooling completed:

Father	*Mother*
_____0-5	_____0-5
_____6-8	_____6-8
_____9-11	_____9-11
_____Completed High School	_____Completed High School
_____Technical or Vocational School	_____Technical or Vocational School
_____Some College	_____Some College
_____Completed College	_____Completed College
_____Graduate Study	_____Graduate Study

4. What do you consider your principal occupation? _____Father
_____Mother

5. Are you engaged in any other occupations at the present time?

Father	*Mother*
_____Yes _____No	_____Yes _____No

_____:_____:_____:_____:
A S FAN CT

PARENT QUESTIONNAIRE ON VOCATIONAL PLANS FOR DAUGHTER

INSTRUCTIONS: Below are several questions concerning vocational plans for your daughter. Read each question carefully, and then answer it in the way specified. Be sure to answer *every* question; do not leave any question unanswered.

1. How far do you expect your daughter to go in school? (check one)
   - _____This will probably be her last year
   - _____Another year or two
   - _____I expect her to finish high school
   - _____I expect her to get some college work
   - _____I expect her to graduate from a four year college
   - _____I expect her to continue professional study after college graduation

2. How many years do you expect your daughter will take these subjects in high school?

	How many more years will she take?	Check the ones you consider to be important for her future
Agriculture		
Biology		
Chemistry and physics		
Commercial courses (such as typing and bookkeeping)		
English		
Foreign language		
Home Economics		
Industrial training		
Mathematics		
Social science (such as history government, economics)		

3. If you do not expect your daughter to attend college, what are your plans for her? Check the statement below that best fits your plans.
   - _____Take training courses before working (such as beauty school, business college, practical nursing school, evening vocational class at high school, correspondence courses)
   - _____Take apprentice or on the job training, such as nursing aide, receptionist, etc.
   - _____Go to work immediately without further job training
   - _____Marriage as soon as she leaves school
   - _____Help us at home
   - _____Undecided

4. If you plan for your daughter to attend college, answer these questions.
   a. What college will she attend? _____
   (name of college)

   b. What course of study do you hope your daughter will follow in college? (check one)
   - _____Agriculture
   - _____Commerce
   - _____Dentistry
   - _____Education
   - _____Engineering
   - _____Fine Arts
   - _____Home Economics
   - _____Law
   - _____Liberal Arts (social science, language, etc.)
   - _____Nursing
   - _____Pharmacy
   - _____Physical or Biological Science
   - _____Pre-Medicine
   - _____Religion
   - _____Veterinary Medicine

c. If your daughter enrolls in home economics, which area do you hope is of most interest to her? (check one)

_____Child development and family relations
_____General Home Economics
_____Clothing and textiles
_____Home Economics education
_____Foods and nutrition
_____Interior decoration and design
_____Home management and housing

5. In regard to my daughter continuing education beyond high school,

_____I have strongly urged her to continue
_____I have given her some encouragement to continue
_____I have never said much about it
_____I feel she would be better off going to work after high school
_____I feel she should quit high school and go to work

6. In regard to financial help from us in continuing schooling after high school, we would be:

_____financially able to pay her way completely
_____financially able to help her a great deal
_____financially able to give her some help
_____financially able to give her no help
_____in such condition that some of her earnings will be needed by the family

7. The occupations I would like my daughter to consider are:

1. _____ 2. _____
3. _____ 4. _____

8. What do you *actually expect* your daughter will be doing as a lifetime kind of work? (Be specific as to the occupation.)

_____

_____

9. In regard to this expected lifetime work for my daughter: (check one)

_____I think she's shooting too high
_____I think it's a good occupation and she has a chance of making it
_____I think she should be trying for something different
_____I think it's entirely up to her to get what she wants
_____I have never discussed it with her

10. I think that: (check one)

_____Girls should expect to marry rather than prepare for a career
_____A girl needs little preparation for an occupation because she will work, at most, only a few years before marrying
_____A girl should be prepared today for both a career and marriage
_____Marriage and homemaking are not a full time occupation for a woman except when the children are small
_____A girl needs to prepare for a career rather than marriage

11. In each list of occupations below, you are asked to check the three occupations you hope your daughter will prefer, and how much you think she knows about each of the nine occupations.

GENERAL OCCUPATIONS

Check the *three* occupations you hope she prefers	Check how familiar she is with the work involved in each of these *nine* occupations		
	She knows a lot about it	She knows something about it	She knows very little about it
_____Research scientist	_____	_____	_____
_____Office manager	_____	_____	_____
_____Factory worker	_____	_____	_____
_____High school teacher	_____	_____	_____
_____Weekly newspaper editor	_____	_____	_____
_____College professor	_____	_____	_____
_____Real estate or insurance saleswoman	_____	_____	_____
_____Owner, manager apartments	_____	_____	_____
_____Buyer for department of a large store	_____	_____	_____

HOME ECONOMICS OCCUPATIONS

Check the *three* occupations you hope she prefers	Check how familiar she is with the work involved in each of these *nine* occupations		
_____High school teacher	_____	_____	_____
_____Dietitian in hospital or restaurant, write advertising or design clothing for factory	_____	_____	_____
_____Manage and work in small store for clothing or furnishings, or restaurant, or nursery school, or be a dressmaker or milliner	_____	_____	_____
_____College professor	_____	_____	_____
_____Owner and operator of restaurant or nursery school or clothing store	_____	_____	_____
_____County home demonstration agent	_____	_____	_____
_____Manager of large hotel, nursery, restaurant, or clothing store	_____	_____	_____
_____Worker in a clothing, food or furniture factory or be a cook or waitress in a restaurant	_____	_____	_____
_____Research scientist	_____	_____	_____

_____:_____:_____:_____:
A S FAN CT

PARENT QUESTIONNAIRE ON VOCATIONAL PLANS FOR SON

INSTRUCTIONS: Below are several questions concerning vocational plans for your son. Read each question carefully, and then answer it in the way specified. Be sure to answer *every* question; do not leave any question unanswered.

1. How far do you expect your son to go in school? (check one)

_____This will probably be his last year
_____Another year or two
_____I expect him to finish high school
_____I expect him to get some college work
_____I expect him to graduate from a four year college
_____I expect him to continue professional study after college graduation

2. How many more years do you expect your son will take these subjects in high school?

	How many more years will he take?	Check the ones you consider to be important for his future
Agriculture	_____	_____
Biology	_____	_____
Chemistry and physics	_____	_____
Commercial courses (such as typing or bookkeeping)	_____	_____
English	_____	_____
Foreign language	_____	_____
Home Economics	_____	_____
Industrial training	_____	_____
Mathematics	_____	_____
Social science (such as history government, economics)	_____	_____

3. If you do not expect your son to attend college, what are your plans for him? Check the statement below that best fits your plans.

_____Take training courses before working (such as, trades school, business college, evening vocational classes at high school, correspondence courses)
_____Take apprentice or on the job training for skilled labor work
_____Go to work immediately, without further job training
_____Help his father in his occupation, farm or business
_____Get the military service requirement out of the way before further planning
_____Undecided

4. If you plan for your son to attend college, answer these questions.

a. What college will he attend? _____
(name of college)

b. What course of study do you hope your son will follow in college? (check one)

_____Agriculture
_____Commerce
_____Dentistry
_____Education
_____Engineering
_____Fine Arts
_____Home Economics
_____Law
_____Liberal Arts (social science, language, etc.)
_____Nursing
_____Pharmacy
_____Physical or Biological Science
_____Pre-Medicine
_____Religion
_____Veterinary Medicine

c. If your son enrolls in agriculture, which area do you hope is of most interest to him? (check one)

_____Agriculture education
_____Agricultural economics
_____Agricultural engineering
_____Agronomy
_____Animal and Poultry Science
_____Dairy Processing
_____Entomology and plant pathology
_____Food technology
_____General agriculture
_____Forestry
_____Horticulture
_____Landscape architecture
_____Rural sociology
_____Veterinary Medicine

5. In regard to my son continuing education beyond high school:
_____I have strongly urged him to continue
_____I have given him some encouragement to continue
_____I have never said much about it
_____I feel he would be better off going to work after high school
_____I feel he should quit high school and go to work

6. In regard to financial help from us in continuing schooling after high school, we would be:
_____financially able to pay his way completely
_____financially able to help him a great deal
_____financially able to give him some help
_____financially able to give him no help
_____in such condition that some of his earnings will be needed by the family

7. The occupations I would like my son to consider are:

1. _____ 2. _____

3. _____ 4. _____

8. What do you *actually expect* your son will be doing as a lifetime kind of work? (Be specific as to the occupation.)

_____

9. In regard to this expected lifetime work for my son: (check one)
_____I think he's shooting too high
_____I think it's a good occupation and he has a chance of making it
_____I think he should be trying for something different
_____I think it's entirely up to him to get what he wants
_____I have never discussed it with him

10. In getting a start in the occupation he has chosen: (check one)
_____we will give him all the financial help he needs
_____we will give him most of the financial help he needs
_____we will give him some of the financial help he needs
_____we will give him very little financial help
_____we will give him no financial help at all

11. In each list of occupations below, you are asked to check the three occupations you hope your son will prefer and how much you think he knows about each of the nine occupations.

GENERAL OCCUPATIONS

Check the *three* occupations you hope he prefers	Check how familiar he is with the work involved in each of these *nine* occupations		
	He knows a lot about it	He knows something about it	He knows very little about it
_____Research scientist	_____	_____	_____
_____Foreman, construction	_____	_____	_____
_____Construction worker	_____	_____	_____
_____High school teacher	_____	_____	_____
_____Weekly newspaper editor	_____	_____	_____
_____College professor	_____	_____	_____
_____Real estate or insurance salesman	_____	_____	_____
_____Construction contractor	_____	_____	_____
_____Manager in a factory	_____	_____	_____

AGRICULTURAL OCCUPATIONS

Check the *three* occupations you hope he prefers	Check how familiar he is with the work involved in each of these *nine* occupations		
	A lot	Something	Little
_____County extension agent	_____	_____	_____
_____Manager of large dairy plant, feed mill, etc.	_____	_____	_____
_____Farm renter and operator	_____	_____	_____
_____College professor	_____	_____	_____
_____Farm owner and operator	_____	_____	_____
_____High school teacher	_____	_____	_____
_____Manager of farm implement store	_____	_____	_____
_____Farm laborer	_____	_____	_____
_____Research scientist	_____	_____	_____

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